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TYPE OF GRADUATE EDUCATION RECOMMENDED FOR
TEACHERS IN IOWA SCHOOL DISTRICTS

A Field Report
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CHAPTER I

THE PROBLEM AND PROCEDURES

One of the important principles and inherent strengths of a democracy is the freedom to express diverse opinions on every subject. From these diverse opinions the electorate may choose and put into practice the program, which to the best of their knowledge, is most effective in achieving the goals of their society. One of the goals of the American society is universal education.

Education is all important to a democracy, and is of major concern to the electorate. Education, therefore, warrants and receives much attention from all quarters in the United States. A look at some of the views expressed concerning the problems facing education today, however, is enough to confuse many of the electorate.

Probably the major issue concerning education which has "manifested itself in" the literature today is the one of teacher preparation, particularly the issue of the relative importance of general or academic education and professional education for teachers. This interest is due to efforts of the authors to obtain over-all improvement in the educational system with the implication that, in the final analysis, results in education depend largely upon the type of education

received by the teacher. Some attempt must be made to clarify the issue as to the best type of education for teachers in a graduate program in the State of Iowa.

I. THE PROBLEM

Statement of the problem. The purpose of this study is to determine the opinions of superintendents and/or directors of personnel as to the type of graduate education needed by teachers in selected Iowa school districts.

Importance of the problem. Contemporary literature indicates a great deal of interest in the type of graduate education for teachers. Much of the writings point out criticisms and recommendations in graduate education for both secondary and elementary teachers. It is true that the teaching profession must be open to diverse and conflicting opinions. Free and responsible examination of many points of view is in the best tradition of both the scholarly approach and the democratic ideology. From such evaluation of conflicting opinions comes the best chance of self-improvement.

The educational system must always strive for improvement. But before decisions to change are made we must have sound basis to back up our decisions. Certainly a positive basis for wise decisions is knowledge which tells us "what is and what should be." This type of knowledge requires

research, the type of which is not in evidence today.¹ Stinnett makes special note of this weakness in the following remark:

The liberal-professional issue has received much attention in journals during the past decade, but has been subjected to almost no controlled research to discover precisely what the differences of opinion are or what various segments of the concerned population really believe, desire, or understand.²

For this reason the writer of this study is attempting to determine the consensus of superintendents and/or directors of personnel concerning the type of graduate education desired for teachers, and to compare their recommendations with the recommendations as stated by the leading observers of American public education.

The writer of this report believes that professional educators and others interested in the education of teachers will benefit from the text of this study, and can better change and defend this area of education which is so essential to our democracy and to the learning of the people of the United States.

II. LIMITATIONS OF THE PROBLEM

Any study which attempts to gather information through

¹Chester W. Harris (ed.), Encyclopedia of Educational Research (New York: The Macmillan Company, 1950), p. 1462.

²Ibid.

the use of a questionnaire is necessarily limited in one aspect. Since it would have been impractical to send questionnaires to every school district in the State of Iowa, only the superintendents and/or directors of personnel of ninety of the largest school districts were surveyed. The ninety schools selected represented approximately 19.4 per cent of the high school districts of Iowa, but they hired approximately 46.3 per cent of the secondary teachers employed in Iowa schools during the 1963-1964 school year. The size of the schools was based on high school enrollments and the list was taken from the State of Iowa Department of Public Instruction Bulletin 1263A 969 DP.¹ The list of schools is included in Appendix A.

III. DEFINITION OF TERMS

Academic. Throughout the report of this investigation, the term academic shall refer to the teaching of specific content of a discipline or subject matter.

Professional education. Professional education areas or courses shall refer to the skill and knowledge which will help the teacher to control the conditions of learning.

¹D. Ingle and W. Marvin, "High School Pupil Teacher Ratio in the 463 Approved Public Four Year High School Districts in Iowa 1963-1964 School Year on Sixth Day of School," State of Iowa Department of Public Instruction Bulletin #1263A 969 DP (December, 1963).

IV. PROCEDURES OF REMAINDER OF STUDY

Literature in the field of graduate teacher education was reviewed. Since virtually everything that takes place in education is related to teacher education, the relevant literature, past and present, constitutes a vast amount of literature: periodicals, year-books of various organizations, text books, special studies of interested groups, reports of committees and commissions, and books. From this literature the recommendations of the authors were obtained and analyzed and compiled into categories according to the ratio of academic to professional education recommended in graduate teacher education programs.

Research technique used. A type of descriptive research was used in this study to determine, through the use of a questionnaire, opinions concerning the type of graduate education for teachers as expressed by superintendents and/or directors of personnel of selected Iowa public school districts. The information received from the use of the questionnaire was presented in a narrative form and compared to the information gained from the review of literature so that conclusions and recommendations could be drawn.

CHAPTER II

REVIEW OF LITERATURE

The review of literature was divided into three divisions of related information. The first division will present different authors' assumptions which help explain the forces underlying the issue concerning the relative value of academic or professional courses in graduate education programs for teachers. The second division of related information will present the thinking of leading critics of professional courses in graduate programs. The third part of the review of literature is devoted to statements of authors advocating the importance of the professional education courses in graduate teacher education programs.

I. LITERATURE ON FORCES UNDERLYING THE ISSUE

In the review of literature much attention is directed to the conflict in education between the relative value of the academic and the professional courses for teacher education. Borrowman believed that it would be a difficult task to separate this issue from the many other issues in education.¹ But he did state what he felt were the forces behind

¹Merle L. Borrowman, The Liberal and Technical in Teacher Education (New York: Bureau of Publications, Teachers College, Columbia University, 1956), p. 2.

the issue.

The teachers college seeking academic recognition, the teachers of the classical liberal subjects fighting to maintain their pre-eminence, the advocates of the educable elite resenting the infringement of mass education, those committed to the research ideal opposing time spent in other disciplines or in the pursuit of other vocational goals, and all types of institutions competing for students and popular support.¹

Evidence of such forces were not hard to find in reviewing the literature pertaining to teacher education.

Harry Broudy tried to bring home the impact of the academic and the professional split in more dramatic and passionate statements. In the following statement Broudy thought of the professional education enterprise as fighting for survival.

The issue is whether or not there is a body of knowledge of and about education that is worth the time of prospective teachers. On the answer to this question depends the answer to such questions as to whether or not teaching is merely a skill or could become a profession; on whether or not schools of education and professors of education are needed; on whether or not there can be or ought to be graduate programs in education research and study . . .²

Stinnett had yet another explanation for the conflict between the academic and professional groups which is worth "examination." He saw the issue as a natural phenomenon of growth and fight for acceptance. He saw the conflict as

¹Ibid.

²Harry S. Broudy, "Conant on Teacher Education," The Educational Forum, Kappa Delta Pi, II, Part 1 (January, 1964), 210.

follows:

Every professional discipline has had a long and bitter fight to gain a respected place in higher education--here and elsewhere. English did. Science did. Teacher education as a professional process as did science, had to get its start in separate institutions. But now, to the distress of some, it is moving into the mainstream of higher education.¹

The conflict concerning the academic and professional courses in teacher education is not a new issue. A historical research revealed that the academic professors, plus their supporters and the professional educators, have long had differing opinions on the value and validity of professional education courses. Ordway Tead stated his opinion on the beginnings of the issue when he commented:

It probably has its roots at least partially in the narrowing influence of present Ph.D. methods of training, which have conduced to scholarly isolation and to departmental empire-building as the natural result of the fact that promotion in colleges and universities has depended largely on departmental prestige.²

The preceding statements provide insight into the background forces of the conflict between the academic professors and the professional educators, but still others saw the conflict much differently. Woodring viewed the issue as a conflict between two divergent philosophies on teacher

¹T. M. Stinnett, The Education of Teachers (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), p. 136.

²Ordway Tead, "Are College Teachers Interested in Education?" The Journal of Higher Education, XXXIII (April, 1962), 207.

education which have had basis in totally different concepts as to the nature of man.¹ Woodring described this conflict between the two positions as follows:

We have two distinct traditions of teacher education in the United States. The older tradition, which long controlled the education of secondary teachers, and which still controls the education of college teachers, provides the basis for what may be called the academic or liberal arts view of teacher education. The second tradition--which is newer although it now has a history of well over one hundred years--is that of the professional educator and is most evident in the normal schools and teacher colleges which have long provided a substantial number of elementary teachers and now prepare secondary teachers as well. The teacher education found in the university schools of education is an unsuccessful marriage of the two which has failed so far to synthesize the two philosophies. This failure may be seen in the sharp conflicts of view which may be found between professional educators and academic professors in many a university.²

These statements point out various views on the background of the sharp conflict between the professional educators and the academic professors. Today this conflict has led to a great preoccupation of many authors in both camps in defending and presenting their particular stands on teacher education to the American electorate.

II. LITERATURE RELATING TO CRITICISMS OF CONTENT IN GRADUATE TEACHER EDUCATION PROGRAMS

Experts, some of whom are not in the education field,

¹Paul Woodring, New Directions in Teacher Education (New York: The Fund for Advancement of Education, 1957), p. 17.

²Ibid.

have been quick to point out that education courses are over emphasized and that the real need in teacher training is for more "liberal arts" orientation.¹ Particular criticism has been directed at graduate programs leading to advanced degrees in the field of education, which critics claim offer just "more of the same" kind of courses that the student has already had at the undergraduate level.² But in examining the statements of the critics one will find that the issue is much deeper than this.

Admiral Hyman Richover is a leading critic of public education and teacher education in the United States. Richover, no "theoretical pedagogue," took the stand that the present philosophy of teacher education is in a sad state and is the basic cause of many of the problems in education.³ Richover came to this conclusion when he was looking for a staff to help build the power plant for the first United States atomic energy submarine. The highly educated specialists needed for this duty were not being supplied "tailor made" by the public school system. Richover felt this to be the primary weakness of education and was the result of the

¹Marvin Powell, "Educator vs Educator, Must we Contend with Academic Snobbery?" Clearing House, XXXVII (December, 1962), 22-25.

²Ibid.

³Hyman George Richover, Education and Freedom (New York: E. P. Dutton and Co., Inc., 1959), p. 6.

influence of the educationists.¹ Richover pointed out where public education had gone wrong.

Our educational leaders have never received a clear mandate from the American people to follow the theories of John Dewey and his disciples. We have never authorized them to change the objectives of formal education from teaching basic subjects to conditioning children for group life.²

According to Richover, this sad state of affairs could be corrected, at least on a temporary basis, if we would follow one of his recommendations. He suggested that scientists and engineers be given sabbatical leaves from industry to teach our public schools.³

Mortimer Smith, editor of the Council of Basic Education's monthly bulletin and a former free lance writer who became interested in education, found many weaknesses with the teacher education in the United States. The following comments helped to express what Smith thought were the obvious flaws of education.

One of the constant, and I believe most valid criticisms being made today about public education is that the theory of teacher-education which is in the ascendancy in this country, with its emphasis on methodology rather than content, on the how of things rather than the what, . . .⁴

Later Smith deplored the use of summer vacation by

¹Ibid.

²Ibid., p. 191.

³Ibid., p. 206.

⁴Mortimer Smith (ed.), The Public School in Crises (Chicago: Henry Regnery Company, 1956), pp. 8-9.

teachers to the further study of teaching methods. He believed that it is more important for teachers to use their summer experiences to grow as persons rather than to become educational technicians.¹

Arthur Bestor, author and professor of history at the University of Washington, proposed that many of our problems in education are a result of the academic and professional conflict. Bestor made some very strong remarks against education courses, particularly those courses included in the graduate teacher program.

At the graduate level, on the other hand, the multiplication of course work in mere pedagogy to the exclusion of substantial work in the fundamental intellectual disciplines, is the great abuse. That an experienced teacher should return to the university not to deepen and broaden her knowledge in the recognized fields of learning, but merely to accumulate credits in pedagogy she is already practicing is an utter perversion of higher education. It is a misuse of the facilities of the university, it is an imposition upon the teacher, and it is a blind alley for the teaching profession as a profession. Continued training in the fundamental intellectual disciplines is the recognized and proper purpose of graduate work.²

Bestor did recognize that the profession of education does need specialists and therefore would allow for special programs in educational psychology for elementary-school teachers and in educational administration. But at the same

¹Ibid., p. 9.

²Arthur E. Bestor, Restoration of Learning (New York: Alfred A. Knopf, 1955), p. 245.

time he took a dim view of degrees in education, which he referred to as a mere award for the completion of narrowly specialized vocational training pedagogy.¹

James Koerner, the executive secretary of the Council of Basic Education, was another leading critic of teacher education. Koerner stated that his criticisms of public education were motivated by his own experiences. He felt that the educationists deprived him of a good education in the basic disciplines during his high school career. He did receive his Ph.D. in 1952 despite his background and was determined to change the underlying philosophy of the comprehensive high school.² Koerner attacked every phase of education but used little restraint and subtlety in his discussion of professional educators and the curriculum of teacher education programs. In the March, 1964 edition of the School and Society Koerner indicated ten weaknesses of teacher education.³ One of these weaknesses reflected his feelings concerning the academic and professional issue.

Education as an academic discipline has poor credentials. Relying on other fields, especially psychology, for its principal substance, it has not yet developed a

¹Ibid., p. 246.

²James D. Koerner, "The Crises of the Conant Report," Phi Delta Kappan, XLII (December, 1960), 121-24.

³James D. Koerner, "Findings and Predjudices in Teacher Education," School and Society (March 21, 1964), 132-34.

corpus of knowledge and technique of sufficient scope and power to warrant the field's being given full academic status.¹

In still another address at the 1963 annual meeting of the American Association of Colleges for Teacher Education, Koerner went further to make the following comment concerning the content of education courses.

We may simply not know enough yet about human personality, a highly elusive quarry, and how to control the conditions of learning to produce a system of demonstrable worth for the technical training of people to teach.²

Koerner recommended that education courses that are derived from academic disciplines, such as those in educational psychology and in the history and philosophy, should be taught only by persons fully qualified to teach in the appropriate academic departments of the same institution.³

Harold Clapp, professor of romance languages at Grinnell College, was another academician who would prefer to see the emphasis on graduate teacher education change to more academics. At a Kansas Conference in 1958, Clapp recommended some changes in the curriculum for teacher education.

I would require of every teacher of every subject, at every level from the kindergarten on, a full scale,

¹Ibid., p. 133.

²James D. Koerner, "Theory and Experience in the Education of Teachers," Strength Through Reappraisal, Sixteenth Yearbook of The American Association of Colleges for Teacher Education, 1963 Annual Meeting (Chicago: AACTE, 1963), p. 18.

³James D. Koerner, The Miseducation of American Teachers (Boston: Houghton Mifflin Co., 1963), pp. 264-75.

undiluted, "honest injun" major in one of the central disciplines of the liberal curriculum. Away with the so-called "broad-area major" which refuses the right to major in chemistry or physics or biology and insists instead on elementary work in all of these plus a couple of the sciences for bad measure.¹

Clapp did not stop here, he had more to say about graduate programs for teacher education.

In some ways, graduate work in "Education" is impressive. It must require a great deal of ingenuity to organize and teach the thirteen allegedly different courses in the methods of teaching science, and the eighteen courses in how to teach English, which are listed in the catalogue of one American university.²

Clapp's recommendations to solve the problems of teacher education was to form a committee of thoughtful men and women, such as parent-teacher association officials, authors and educators. But would exclude "Educationists" because of their vested interests. This committee, he was sure, would make recommendations for teacher education that would be immediately and universally adopted.³

An example of a widely read magazine's attempt to mold public opinion on the issue of teacher education was worth looking at. The Life Magazine editorially explored the problems of education and blamed everything on John Dewey

¹G. K. Hodenfield and T. M. Stinnett, The Education of Teachers (Englewood Cliffs, New Jersey: Prentice-Hall, 1961), p. 58.

²Harold L. Clapp, "The Stranglehold on Education," The Public Schools in Crisis, ed. Mortimer Smith (Chicago: Henry Regnery Co., 1956), p. 46.

³Ibid., p. 47.

and his disciples.

The Deweyites . . . transformed conditioning techniques into ends in themselves as they tracked through U. S. education, teacher colleges assumed the dignity of lamaseries. They called their system science, but they worshipped its doctrines like a cult. Teachers were denied the chance of learning more about their subjects in favor of compulsory education courses in how to teach them.¹

Among Conant's many remarks concerning teacher education, he has provided recommendations to improve masters' degree programs in education. The one recommendation Conant designed to reflect his feelings on the academic-professional issue stated:

For elementary teachers, the degree should be master of education in elementary education; for secondary teachers, master of education in English (or science, or social science or modern languages or mathematics).²

It is needless to say that the above writers were the extreme critics of the professional education courses in graduate programs. These were only a few of the critics, but they did illustrate their uncompromising position.

III. LITERATURE RELATING TO AUTHORS FAVORING PROFESSIONAL COURSES FOR TEACHERS IN GRADUATE EDUCATION

There are many articulate authors ready and eager to

¹"The Deeper Problem in Education," Life, XLIV (March 31, 1958), 32.

²James Bryant Conant, The Education of American Teachers (New York: McGraw-Hill Company, Inc., 1963), p. 216.

defend professional courses in graduate teacher education. But since there is now a combination of professional and academic courses, it was easy to assume that many authorities do not write and campaign for a program they now have.

Oliver Carmichael did not approve of the academic approach to teacher education or education in general. The following remarks, regarding the academic approach, best expressed this disapproval.

The acquisition of facts appears more important than the ability to think, learning more important than the spirit of learning, and the pursuit of knowledge a central purpose rather than the pursuit of truth. This change in focus appears to apply to both under-graduate and graduate education.¹

Carmichael continued to state the qualities that he thought essential in a graduate school.

Unless there are breadth of scholarship, depth of understanding, and deep intellectual, social, and spiritual concerns in the graduate school, and unless these qualities are transmitted by that school to its students, we can not hope to have a fully effective undergraduate program.²

Needless to say Carmichael saw the student of the graduate school as the teacher in undergraduate schools as well as the public school system. This concept of a graduate school would certainly imply more than just academic or professional education.

¹Oliver C. Carmichael, Graduate Education (New York: Harper & Brothers, 1961), pp. 38-39.

²Ibid., p. 41.

Millet continued on this line of thought when he discussed what he considered the ideal faculty member.

The ideal faculty member is one who is equally at home in the classroom and in the library or laboratory, and graduate education should reflect this ideal.

Also, we do our graduate students a disservice when we ask them to make a clear choice between teaching and research.¹

Meno Lovenstein, a professor of economics, had a few things to say to other academic professors concerning the relationship of their role of teaching economics to pedagogy.

Many teaching economists who want to improve teaching still believe that they can 'pick up what they need to know' from their own experiences in the classroom. It is surprising that they should feel this way, for economists usually resent a claim by non-economists that they can pick up economics. Most teaching economists, it turns out, are anti-intellectual about a major part of their assignment.²

Francis S. Chase, Dean of the Graduate School of Education at the University of Chicago, had some definite opinions on the type of graduate education for teachers. Chase thought it dangerous at any level of education to devise a curriculum by prescribing one part content, one part methods and one part liberal arts until you have the desired curriculum. He referred to this as teaching in isolation where

¹J. D. Millet, "Graduate Education, A Reappraisal," Journal of Teacher Education, XIII (September, 1962), 258-61.

²Meno Lovenstein, "Economics, Educational Philosophy, and Psychology," The Teaching of Elementary Economics, eds. Kenyon A. Knopf and James H. Stauss (New York: Holt, Rinehart and Winston, 1960), p. 139.

both method and content become meaningless as separate bodies of ideas. He continued that "only through a blending of content and method can we restore vitality to teacher education."¹

Chase distinguished between the teachers of "early childhood" and high school. He believed that teachers of "early childhood" should have as much general education as a holder of a bachelor's degree from a good college. But he continued:

Beyond this, the need is more for specialists in child development than for specialists in the subjects to be taught. There is a respectable body of professional knowledge which is an important attribute of the teacher of young children . . .²

He concluded that a five year program of education is preferable but believed that excellent elementary teachers can be produced in a four year college program if the high school preparation is adequate.

In discussing the type of education for secondary teachers Chase spoke very clearly.

Whenever possible, the preparation of high school teachers should include graduate study in the teaching field. There should be provision also for graduate studies of genuine significance in the field of education; but the amount of time required for such studies may be reduced as education receives its appropriate treatment in courses in history, psychology, sociology, and other fields.³

¹Francis S. Chase, "Teacher Education for the Next Decade," School and Society (March 21, 1964), 141.

²Ibid.

³Ibid., p. 142.

Woodring believed that we should always keep in mind the purpose of our school system when establishing a curriculum for teacher education. He believed a liberal education, scholarly knowledge of the subject, and professional knowledge and experience are the essential ingredients of teacher education.¹ But he was then quick to add that the big question among academic specialists, professional educators, and the "few" more broadly oriented individuals remains what should be the proper balance among them or what amount of the time should be devoted to each in a program of teacher education?²

Since the correct proportion has not been determined there are pressures by the academic professors, professional educators, and liberal arts advocates to put more emphasis on their respective field of interest. Woodring suggested that the widespread experimentation with graduate programs in teacher education in recent years arose largely from efforts to find the proper synthesis for general and professional education.³

Many of the experiments have led to five year programs for teacher certification which results in a master's degree.

¹Paul Woodring, "The Challenge for Excellence," Strength Through Reappraisal, Sixteenth Yearbook of The American Association of Colleges for Teacher Education, 1963 Annual Meeting (Chicago: AACTE, 1963), p. 25.

²Ibid.

³Woodring, New Directions in Teacher Education, p. 13.

Fishman briefly described this trend in education as follows:

We have witnessed the growth of 'fifth year programs' which seek to fit all professional education training--or at least that required for provisional certification--into one year of graduate study, thus liberating the entire undergraduate period for 'content work' in the liberal arts and sciences.¹

The National Commission on Teacher Education and Professional Standards has recently made a recommendation which will undoubtedly strengthen this trend for five year programs. Their recommendation reads as follows:

To allow sufficient time for general education, electives, substantive specialization in teaching fields, and sound professional preparation, including supervised teaching and field experiences, both elementary and secondary school teachers need five years of preparation between high school and their own professional service. The addition of the fifth year should assume the improvement of present curricula throughout the five years.²

At first glance this recommendation should be satisfactory to all concerned, however, there is pressure being exerted to stop this trend to add more time to the teacher education program. Woodring did not think that adding more years would solve the issue between the academic professors and professional educators. Woodring suggested that before

¹Joshua A. Fishman, "Crises and Crucibles in American Education," The Educational Forum, XXVII, No. 4 (May, 1964), 503.

²A Position Paper on Teacher Education and Professional Standards, A Report Prepared by the National Commission on Teacher Education and Professional Standards (Washington, D. C.: National Education Association, 1963), p. 11.

the time is lengthened in any program, investigation should be made to determine if the best possible use is made of the time now available.¹

Interestingly enough, James Koerner, perhaps professional education's biggest critic, made a comment in relation to quality which related to the type of education in teacher education and is worth consideration by both the academic professors and professional educators. Koerner stated:

Academic competence and teaching skill are not easily secured in public school teachers without the demonstration of similar virtues on the part of their college teachers. Also, the sequence of courses approved by academic departments for teachers who are majoring in academic subjects usually ignores the special needs of secondary teachers, and fails much too often to constitute a genuine sequence that turns out teachers who really know and love their subject. If high school teachers are often incompetent, a large share of the responsibility must be accepted by the academic departments.²

The review of literature produced ample testimony that a conflict did exist and has existed for some time concerning the relative value of academic and professional courses in the curriculum for graduate teacher education. An examination of articles on the organization and program of teacher education in the 1960 edition of the Encyclopedia of Educational Research revealed that in spite of a decade of furor and

¹Woodring, New Directions in Teacher Education, p. 13.

²James Koerner, "Findings and Predjudices in Teacher Education," School and Society (March 21, 1946), 134.

controversy over teacher education, there has been very little change in these basic conceptions during the past ten years.¹ This conflict will undoubtedly continue in the future as the demand for more teachers with advanced degrees becomes more prevalent and with specialization and technology demanding better prepared graduates from our public school system.

Many statements to support both points of view in this dispute over the value of the academic and professional courses were not hard to find. In investigating these statements there was an obvious lack of citations from any source other than the author to indicate the authority for the statement. This was true primarily because of the lack of pertinent research reported in the relative field.

¹T. M. Stinnett and Charles M. Clarke, "Teacher Education Programs," Encyclopedia of Educational Research (3rd ed.), 1461.

CHAPTER III

OPINIONS OF SUPERINTENDENTS AND/OR DIRECTORS OF PERSONNEL

This study was conducted in an attempt to determine the opinions of superintendents and/or directors of personnel as to the type of graduate education needed by teachers in selected Iowa school districts. A questionnaire was used in this study to determine existing opinions concerning graduate teacher education.

I. THE QUESTIONNAIRE

The questionnaire as shown in Appendix B was developed to secure the opinions of superintendents and/or directors of personnel concerning the type of graduate education needed for teachers in selected Iowa school districts. The questionnaire used in this study was so planned that it would eliminate any leading questions and left the questions open so that no restriction would be placed on the answers given by the respondents. The superintendents were urged to reply to the questions and in addition were encouraged to make any further comments that they felt applied to the topic but were not inferred in the questionnaire.

The questions in this questionnaire were determined to

be appropriate to solicit the opinions from the superintendents and/or directors of personnel after having them reviewed and revised by J. C. Hoglan, superintendent, Vernon Kruse, curriculum director and Ray Linehan, assistant high school principal and athletic director, all of the Marshalltown Community School District.

II. SELECTION OF RESPONDENTS

The questionnaire accompanied by an explanatory letter as shown in Appendix C was sent to superintendents of ninety selected Iowa high schools. The schools were selected from State Department of Public Instruction Bulletin 1263A 969 DP,¹ which gives the high school pupil teacher ratio of the public high school districts in Iowa for the 1963-1964 school year. The schools selected were some of the largest schools in the state and employed 4,571 secondary teachers or approximately 46.3 per cent of the secondary teachers employed in Iowa high schools during the 1963-1964 school year.

The superintendents and/or directors of personnel were in an advantageous position to evaluate the type of graduate education desired for the teachers whom they have hired and have placed in their school districts.

¹Ingle, Loc. Cit.

III. FINDINGS OF THE QUESTIONNAIRE

The questionnaire was sent to ninety superintendents and/or directors of personnel of selected Iowa school districts. Sixty-one questionnaires were returned, which resulted in 67.8 per cent of the questionnaires being returned and used in this investigation.

The questionnaire as sent to the superintendents and/or directors of personnel contained six questions. Three questions pertained to the type of graduate education desired for secondary teachers. The other three questions pertained to the type of graduate education desired for elementary teachers.

The answers to the questionnaire were analyzed according to the two primary divisions based on the questions relating to secondary and elementary education. In this report of the investigation the analysis was presented in narrative form.

Secondary Education

Questions one, three, and five of the questionnaire were designed to determine the type of graduate education needed for secondary teachers. The responses to all three questions were analyzed together, but were later divided into five subdivisions. These five subdivisions were determined by the responses to the question which asked the respondents to determine the best proportion of academic and professional courses for graduate teacher education. Using the relative

value given to the academic and professional courses as a basis, the five divisions were established. The five subdivisions are as follows: first, those respondents advocating 100 per cent emphasis on academic courses in graduate programs. Second, those advocating graduate programs with an emphasis of 80 to 98 per cent of the program on academic courses. Third, those respondents advocating a program emphasizing from 66 to 75 per cent of the courses on academic courses. The fourth subdivision pertained to those respondents advocating from 50 to 60 per cent of the program be devoted to academic courses. The fifth subdivision included those respondents advocating that the graduate education program should include more professional courses than academic. The five subdivisions include all of the respondents.

Many respondents were reluctant to establish a hard, fast rule as to the correct proportion of academic to professional courses. Many qualified their answers with "about," "approximately," or "I would guess." The reasons for these qualifying statements will be found in the explanatory remarks in the replies to the "why" portion of the question. The explanatory remarks will be covered in the analysis of the responses.

Advocates of 100 per cent academic courses. Actually sixteen or 26 per cent of the administrators answered "yes" to the proposal to limit secondary teachers to academic

courses. But in giving the answer to "why" ten respondents hedged and qualified their "yes" answers and decided that perhaps some professional courses are desirable. When asked to determine the desired proportion of academic to professional courses in a desired graduate program some of the respondents proposed a balanced, (fifty-fifty) combination.

In analyzing the replies of the remaining six or 9.8 per cent of the respondents as to "why" they advocated 100 per cent academics the superintendent indicated concern about the background and competency of the teachers enrolled in graduate education programs. The administrators' major theme was that the candidates should be successful practitioners and that the professional education course work should have been studied in the undergraduate program. This would permit the teacher to concentrate primarily on content of subject matter in graduate school.

The following comments made by the respondents indicate their basis for belief for "100 per cent academic courses." "If graduate degrees are limited to successful practitioners," or "Assuming that secondary teachers have had a strong background in professional courses in undergraduate work," and "Teachers must have full command of subject matter."

These respondents replied "no" to the question which suggested a graduate program for secondary teachers be limited strictly to professional education courses. The comments

made in reply to "why" were very similar to the comments just quoted. The respondents did go on to say that they believed that the teachers today need a better background in subject areas and that the "command of content taught most important."

The six respondents replied "no" to the question which proposed a combination of academic and professional education courses. But one respondent remarked that it would be all right to permit some professional courses if the teacher had a poor background in this area.

Advocates of 80 to 98 per cent emphasis on academic courses. Eleven or 18 per cent of the respondents advocated that the correct combination of academic and professional courses in graduate teacher programs was one that places an 80 to 98 per cent emphasis on academic courses. Five respondents favored 80 per cent academic, another five advocated 90 per cent academic, and one thought 98 per cent academic courses was the correct proportion.

In answering the "why" inquiry of question five, which proposed a combination of academic and professional courses, the respondents referred to a repetition of professional courses in graduate school, many of which had been already studied in undergraduate school. This group of administrators emphasized that in teaching experienced teachers with B. A. degrees, the greater number of professional courses are not needed and should be reduced in graduate education programs.

In analyzing the answers to the question, which proposed a limit in graduate education programs to just include academic courses, one primary theme emerged. This theme pointed out that the academic courses should refer to the teaching area of the teacher and that as "specialists" teachers need a greater depth in their discipline.

Again two of the respondents felt that the undergraduate education courses should be sufficient methods courses. But on the other hand, two others recognized that there is constant change and improvement in methodology, and the teacher must be aware of these changes. Another two respondents regarded psychology and the ability to share knowledge as an imperative requisite to good teaching, thus leaving the door open to education courses which are "a necessity for good teaching."

In answering the third question which proposed the "limiting of graduate education strictly to professional education courses," all respondents replied "no." The administrators emphasized that it was truly important to know "how" to teach, but they also pointed out the importance of knowing the new content being discovered and acquiring a greater depth in the subject matter taught.

Advocates of 66 to 75 per cent academic courses.

Twenty-seven or 44.3 per cent of the respondents felt that they would prefer a combination of academic and professional

education courses for secondary teachers' programs in which the emphasis was from 66 to 75 per cent academic. In remarking as to why they proposed this combination, the respondents thought it difficult to determine the correct proportion because of the divergent needs of the individual and of the academic areas. The respondents felt that from 25 to 33 per cent of the time and/or courses in graduate education would be sufficient to keep abreast of any new techniques and cover those items not properly covered in undergraduate training.

Four major points of concern emerged in the analysis of the answers to the question which asked the respondents if they preferred the graduate education of secondary teachers be limited to academic areas. The first point, which was mentioned most frequently, established the need for both academic and professional courses in teacher education. The following comments by the respondents were typical:

"There is more to being a successful teacher than just knowledge of an academic subject. A good teacher must have background in academic, professional, and social competencies."

"They need to know how to 'share' this knowledge with students--it is what happens to the student that is important."

The second point discussed by many respondents referred to the need for study of professional courses in order to keep

up with new methods of teaching being developed. The following comment expresses the opinions on this point:

"Due to research constantly revealing better techniques for presentation of subject matter, I believe limiting graduate study to academic areas would be a mistake!"

The third point of concern related to the needs in academic areas. Here the respondents pointed out the pressure to emphasize the disciplines and to the vast amount of change of content and felt that the teachers should take graduate courses which would place greater emphasis in academic teaching areas and would permit teachers to become more "specific" in subject matter.

Another point brought out by the remarks from this category was the feeling that many undergraduate institutions are not doing their jobs of training teachers in either area, academic or professional. The following comments point out the diverse stands on this point:

"Too many B. A. programs are not strong in subject matter area. This can vary with programs and schools."

"The student teaching programs (in schools other than teacher training institutions--the typical Liberal Arts College, like . . .) leaves much to be desired."

"The sponsoring teachers get little (if any) pay. They are too busy to give the assignment the time it deserves. The co-ordination between the college and school as

well as the supervision frequently is 'spotty.' The schedules seldom 'jibe'--and what is supposed to be a semester's work ends up at about 10 or 12 weeks of actual work with limited student teaching. This is an area that needs study. It hasn't been noticed because most any gal can go out and get a job these days--but it can be pretty serious."

The remarks of other superintendents indicate this area is considered very important and that the weaknesses are being noticed.

One interesting comment not pursued by many respondents stated:

"Teachers can gain more from education courses at graduate level than at undergraduate level, particularly after teaching experience."

In replying to the question which proposed to the administrators a program for secondary teachers which was limited strictly to professional education courses, all respondents answered "no." One theme dominated the thinking of the respondents in their reply to "why" they answered "no." This central theme revolved around the idea that teachers need more training and greater depth of concentration in academic areas. This was due, they felt, partly to the expanding knowledge in subject matter fields and partly to the lack of the desired preparation and background now needed to teach the disciplines.

Advocates of 50 to 60 per cent academic courses.

Fifteen or approximately 24.6 per cent of the administrators advocated the time and/or courses of a secondary teacher program should be a combination of academic and professional courses with the emphasis of 50 to 60 per cent on academic courses. Thirteen of these or 21 per cent of the total number of respondents proposed that the academic and professional should be of equal value.

The standard answer to the "why" part of the question which proposed a graduate program strictly based on academic courses was that teachers need a background in both academic and professional courses. The following comments made by the members of this division state clearly their standards.

"The important phase of teaching is to learn how to get the student to learn and this is methods, techniques, and proper procedure."

"Courses in academic areas alone will not make superior teachers. Both professional courses and academic are required."

All fifteen respondents answered "no" to the question, which proposed to limit graduate education of secondary teachers strictly to professional courses. The respondents commented that both are needed and added that teachers should have as broad a background as possible.

The responses to "why" the respondents choose the

proportion that they did indicated that the individual teacher's program should vary. The following are some statements in which the superintendents state their opinions:

"If possible the proportion of each might vary according to the individual background, training, etc., of each prospective teacher."

"It would be very difficult to give you any type of proportion because teacher preparation would necessarily have to offset the limitations of an individual. If either are lacking the end result of student learning is hampered."

Those advocating more professional than academic courses.

This group for secondary teachers contains two respondents or approximately 3 per cent of the total number of respondents. One person indicated that "two thirds professional and one third academic" would be the correct proportion. This would "strengthen the professional status of our staff." The other administrator felt that 70 to 80 per cent in the professional courses would be the proper portion.

In replies to the question suggesting a program limited to academic areas both declared a need for both areas and thought the students should have broad backgrounds.

The replies to the proposal to limit a program strictly to professional education courses receive one "yes" vote. The remark to "why" was "courses are offered in enough areas to

give students a broad education in his chosen field."

Elementary Education

This division of the report deals with the answers to questions two, four, and six, which were designed to determine the type of graduate education needed for elementary teachers. The subdivisions were determined by the relative value placed on the academic and professional course in graduate programs as prescribed by the respondents. These responses were attempts to determine the correct combination of each, academic and professional courses desired for a graduate program.

The answers were divided into four subdivisions. The first subdivision pertained to those respondents advocating that more than 80 per cent of the program be devoted to academic areas. The second division pertains to those respondents advocating that from 66 to 75 per cent of the program be devoted to the academic areas. The third division included those advocating from 50 to 60 per cent of the program be devoted to the academics. The fourth division included all those respondents who believed that the graduate program for elementary teachers should include more professional than academic courses. The four divisions include all the respondents.

Those advocating 80 to 100 per cent academic courses.

Six or 9.8 per cent of the respondents advocated 80 to 100

per cent of the courses in elementary teacher graduate education programs be devoted to academic courses. Three of the administrators wanted 100 per cent of the courses devoted to the academics. Two were in favor of 90 per cent academic emphasis and the sixth advocated 85 per cent academic courses and/or time in a graduate program.

The reasons for "why" were primarily that the teachers needed "greater depth in their discipline" or "this is the area of their teaching." One person felt that the graduate program for elementary teachers should be exclusively for the academics and if the school wanted to improve on "how to teach" the administrators could do this with an "in-service training program."

The response to the proposal of limiting the graduate program to academic areas indicated very little. The administrators agreed that this proposal would permit the teacher to be better prepared to teach content. The respondents felt that "greater depth" was what was needed but also indicated an assumption "that elementary teachers have had a strong background in professional courses in undergraduate work." If the teacher had a poor background, then the graduate program could include some professional courses.

The respondents in reacting to the proposal of a program limited to professional education courses, felt that the undergraduate program should take care of "how to teach."

Another superintendent remarked that there had been "too much emphasis on professional courses and now teachers need a better background in subject area."

Advocates of 66 to 75 per cent academic courses.

Twenty-five or 41 per cent of the respondents advocated a combination of academic and professional courses for elementary teachers and proposed a correct proportion as weighted with from 66 to 75 per cent of the courses and/or time devoted to the academic areas. Fourteen of this group advocated 75 per cent, nine believed 66 per cent correct and the remaining two respondents thought that 70 per cent of the work should be devoted to the teacher's academic field of endeavor.

The crux of the discussion as to "why" this proportion was selected rests with the belief that "teaching skills in many areas require more preparation than teaching in only one or two areas in secondary education." Again the improvement of both methods and new knowledge in content are forces which influence the relative value of the academic and professional courses in elementary teacher preparation. "The elementary teacher must be aware of the new methods developed" was a common comment from the administrators in this division.

On the other hand statements were made which indicate some concern with the present teaching and courses taken by teachers in some teacher education programs. The following comments reveal this concern:

"Classroom oriented professional training is inadequate. Internship type professional courses held to a minimum should save time, permit more time to be devoted to academic work, and produce more effective results."

"All elementary teachers need more work in the teaching of reading and should have strong academic background in science, math, and social studies. (Too many take adm. and snap courses while teaching.)"

This superintendent referred this statement to both the secondary and elementary teachers, this may reveal the true meaning to statements by many respondents when they refer to "professional courses which relate to the teacher's academic field."

Some respondents referred to the administrator or specialist courses as academic areas. The following statement is an example of this type of thinking, in reply to the question which proposed that elementary teachers be limited strictly to academic areas.

"This depends on whether the teacher is specializing or not. She may be going into special education or remedial teaching."

This would imply that professional courses can be thought of as academic courses when this is the teachers field of concentration. This point will be further emphasized in a latter comment reported in a different division of elementary

education.

Replies to the proposal to limit graduate education of elementary teachers strictly to academic areas revealed many different approaches to the same combination. Although the proportion varies from 66 to 75 per cent in favor of academic courses many respondents would limit the professional courses to a minimum. Two factors were important in taking this stand. One was the assumption that the undergraduate program should be adequate to meet the professional needs of the teachers. The other factor was the pressure being exerted to establish "accelerated science, math, language, etc., programs" in the elementary schools.

Two other themes pointed out the thinking of this group in relation to maintaining some professional courses in the graduate program. The administrators pointed out their desire for elementary teachers to be familiar with the many changes in new content and method. Also the administrators were aware of a need for a broad background in both methods and content to teach in elementary schools. The following comment was one of the more outstanding in this area.

"Most elementary teachers need to know quite a bit about a lot of subjects. Methods are also so important to primary teachers."

The responses to the question, which was the proposal of a program with only professional education courses, received

a unanimous "no" vote. The answers to the "why" portion of the question revealed that the administrators want the elementary teachers to devote the "major portion of graduate work upon depth and breadth of subjects." They felt that if the teacher had adequate undergraduate training and was a successful practitioner in the field, there would be no need to "duplicate" the professional courses.

It was the consensus of the superintendents that "you can't have one without the other," but the majority of the graduate work should be in the academic areas.

Advocates of 50 to 60 per cent academic courses.

Twenty-three or 37.7 per cent of the respondents felt that the graduate education of teachers should be balanced with approximately the same value on the academic courses as on the professional courses. Sixteen of the twenty-three advocated a fifty-fifty split. Six emphasized academic courses a little more, and would prefer 60 per cent of the program devoted to the academic areas. The other respondent advocated 50 per cent academic, 30 per cent professional, and 20 per cent liberal arts.

The reasons for advocating this proportion were based on what the superintendents believed were the needs of the elementary teacher working in a self-contained classroom. The administrators thought that a good teacher in this situation must teach many subjects, but they also felt that the

ability to handle youngsters at this age level was difficult and that methods were important.

None of the superintendents in this division felt that the graduate program should be limited to either academic or professional courses. They stated that the program should be flexible and that the determining factors of any graduate program should be, first, the individual needs of the teacher, and second, the rapidly changing content of the academic areas and amount of new methodology being developed. Some administrators were of the opinion that further study was needed in both areas, and it would be a mistake to restrict a program to either area. One administrator in discussing the need for more preparation in both areas suggested "a careful study by academicians, professional educators, practicing teachers, and administrators to settle one of the silliest arguments in education."

Advocates of more professional than academic courses.

Seven or 11.5 per cent of the respondents replied that they favored more professional than academic courses in graduate education programs for elementary teachers. These seven advocated that the programs should be weighted with from 60 to 80 per cent professional courses. The administrators in this division made very little comment on "why" they had selected this proportion. But one administrator added, that he hoped education courses meant "teaching skill."

The views expressed in response to the proposal to limit the graduate education to academic courses indicated a consensus that the skill of teaching is needed much more by teachers working with elementary students than secondary. The superintendents realized that all areas are important but stressed that "methods are more important than subject matter" in their area. They didn't think that the depth in subject matter was needed by the elementary teacher because she didn't get that deeply involved in subject matter with the elementary students.

Some very interesting comments were made in response to the proposal to limit the graduate education of elementary teachers strictly to professional education courses. One superintendent expressed the belief that "each teacher needed to be quite expert in at least one field so that each one can serve as a resource person for the staff." Another respondent was questioning the definition of "professional education courses." His remarks were as follows:

"If this means 'teaching reading,' 'teaching of arithmetic,' 'teaching of science' etc., I would say yes to build teaching skills. If it means 'history of education' and 'philosophy of education' etc., No!"

This further pointed out the idea that some professional courses can be considered academic courses by educators. Two administrators made special note of what they believed

to be a big weakness in teacher education. The following comments pointed out this weakness:

"Teachers need more work (lots more) in methodology that would stress the importance of the inter-relatedness of subject matter--and the know how to correlate subject matter. We must stop teaching in isolation."

"In addition, more inter-disciplinary courses and training."

IV. SUMMARY

Many superintendents were reluctant to establish a correct proportion of the academic to the professional courses needed in graduate teacher programs. However, they did generalize and from these estimations the following was determined. Six or 9.8 per cent of the superintendents felt that the graduate education for secondary teachers should be limited to academic courses. Two superintendents indicated that more time or courses in graduate teacher programs should be devoted to professional courses.

Between these two diverse positions three more generalized positions were established. Eleven or 18 per cent of the superintendents felt that the emphasis should be from 80 to 98 per cent academic courses. However, the greatest number, twenty-seven or 44.3 per cent of the administrators indicated that the best type of graduate education program contained from 60 to 75 per cent academic courses. The

remaining group, fifteen or 24.6 per cent, felt that the best type of graduate education program for secondary teachers contained approximately the same number of the academic and the professional courses.

The superintendents placed more emphasis on the need for professional courses for the elementary teacher programs than that needed for secondary teacher programs. Six or 9.8 per cent of the respondents advocated from 80 to 100 per cent academic courses as opposed to seven or 11.5 per cent of the superintendents who indicated the need for an emphasis on more professional courses than academic courses. The greatest number, twenty-five or 41 per cent of the superintendents, reflected the need of a program containing from 66 to 75 per cent academic courses. However, twenty-three or 37.7 per cent of the superintendents advocated a balanced program in which the time devoted to the academic, and the professional courses would be approximately the same.

It is important to emphasize the diversity of the variation to be found in each generalized position and also to establish that the reasons which the superintendents used as a basis to justify one position overlapped and were used many times by other superintendents to justify a different position.

The purpose of this study was to determine the consensus of superintendents and/or directors of personnel concerning

the type of graduate education desired for teachers in selected Iowa schools. It is apparent that on this issue of the relative importance of the value of the academic and the professional courses in graduate teacher education programs, a rather wide disagreement exists among the superintendents surveyed.

CHAPTER IV

SUMMARY AND CONCLUSIONS

I. STATEMENT OF THE PROBLEM

This study was designed to determine the opinions of superintendents and/or directors of personnel as to the type of graduate education needed by teachers in selected Iowa school districts.

II. PROCEDURE USED IN GATHERING DATA

Ninety questionnaires were sent to superintendents and/or directors of personnel to determine their opinions on the type of graduate teacher education needed for teachers in Iowa. Sixty-one or 67.8 per cent of the questionnaires were returned and analyzed in two major divisions, secondary and elementary education. The major divisions of secondary and elementary education were divided into subdivisions. The subdivisions were based on the relative values placed on academic and professional courses by the administrators answering the questionnaire. The opinions as solicited from the use of the questionnaire were presented in narrative form so that conclusions and recommendations could be drawn.

III. SUMMARY

Much literature is being written encouraging that

emphasis in graduate education programs be placed on the academic courses at the expense of professional courses. Despite this literature the majority of the superintendents and/or directors of personnel are of the opinion that the academic courses and professional courses must both continue to be integral in graduate programs of all professional educators. Good teachers must have a broad background in both the academic and the professional courses is a common belief among superintendents and/or directors of personnel.

A wide divergence of opinions as to the correct proportion of academic and professional courses to be included in any graduate education program resulted from the questionnaire. Superintendents and/or directors of personnel believed flexibility in graduate teacher education programs was desirable and advocated programs designed to consider strengths and weaknesses in the teacher's background.

The responding administrators felt that devising a precise proportion of courses or time between the academic and professional as not a sound basis for program planning. But the administrators did advocate a higher proportion of professional courses for the elementary teachers than for the secondary teachers.

The superintendents and/or directors of personnel believed that institutions providing graduate education for teachers should consider courses in which new content in a

discipline and the new methods of teaching content be woven together in some fashion. This would help to establish the relationship and inter-relatedness of the academic courses and professional education courses, which must be recognized in order to erase dividing lines between the two. The administrators were particularly aware of the possibility of new content and methods being developed and wanted the teachers to be aware of and comprehend these developments.

Some administrators wanted the undergraduate institutions of teacher education to provide the teachers with the methodology courses needed and thought these courses with the experiences of teaching should be adequate. The administrators concluded that the graduate schools should limit their enrollments to teachers who have shown competency and are successful practitioners.

IV. CONCLUSION

This study indicates that many administrators were not sure of what type of graduate education programs were best. It also indicates that the type of graduate education program for teachers depends a great deal on the teacher taking the graduate work and the position this teacher hopes to fill.

Graduate education for the purpose of improving the educational system is imperative, but the best type of

education cannot be determined solely by the superintendent, the teacher, the graduate teacher institution or the critics of graduate teacher education.

There is a strong possibility that graduate teacher education institutions or anyone planning graduate programs cannot generalize enough to come up with the "best type program" of education for teachers unless it is done with the particular student's interests, needs, and background being analyzed and understood.

V. RECOMMENDATIONS

The results of this study indicate that more research is needed to determine what constitutes a good teacher and what influence the academic and the professional courses have on the ability of a person to teach.

Graduate education for the purpose of improving instruction is imperative, but the best type of education cannot be determined solely by the superintendents, the teachers, or the graduate educational institutions. Methods to involve all three groups in this development of graduate education programs should be thoroughly investigated.

This study indicates that graduate education programs should be individualized to meet the needs and abilities of the teachers. However, it is recommended that the teacher training institutions offering graduate education should

continue to insist upon their graduates having a broad academic and professional background.

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APPENDIXES

APPENDIX A

SCHOOLS SELECTED FOR SURVEY

RANK	NAME OF DISTRICT	TOTAL HIGH SCHOOL ENROLLMENT	TOTAL HIGH SCHOOL TEACHERS
1	DES MOINES IND COMM S D	11,496	445.0
2	CEDAR RAPIDS COMM SCH D	5,372	261.0
3	DAVENPORT COMM SCH DIST	5,101	246.0
4	WATERLOO IND SCHOOL DIS	4,492	185.9
5	SIOUX CITY IND SCH DIST	4,277	217.3
6	COUNCIL BLUFFS IND SCH	3,940	167.0
7	OTTUMWA COMM SCHOOL DIS	2,287	93.0
8	DUBUQUE COMM SCHOOL DIS	2,134	81.0
9	BURLINGTON COMM SCH DIS	1,976	96.0
10	FORT DODGE COMM SCH DIS	1,961	89.5
11	MASON CITY IND SCH DIST	1,949	87.8
12	CLINTON COMM SCH DIST	1,867	80.0
13	MARSHALLTOWN COMM SCH D	1,518	67.5
14	MUSCATINE COMM SCH DIST	1,425	56.0
15	AMES COMMUNITY SCH DIST	1,396	71.7
16	IOWA CITY COMM SCH DIST	1,383	64.4
17	NEWTON COMM SCHOOL DIST	1,376	65.7
18	CEDAR FALLS COMM SCH D	1,362	60.9
19	BETTENDORF COMM SCH DIS	1,205	57.0
20	WEST DES MOINES COMM S	1,100	42.0
21	KEOKUK COMM SCHOOL DIST	1,086	53.3
22	FORT MADISON COMM SCH D	1,015	48.0
23	OSKALOOSA COMM SCH DIST	967	45.0
24	BOONE COMMUNITY SCH DIS	915	39.9
25	FAIRFIELD COMM SCH DIST	901	42.9
26	CHARLES CITY COMM SCH D	881	36.0
27	WEBSTER CITY COMM SCH D	875	44.3
28	SPENCER COMM SCHOOL DIS	753	40.0
29	INDIANOLA COMM SCH DIST	729	30.3
30	ESTHERVILLE COMM SCH D	716	32.6
31	MT PLEASANT COMM SCH DIS	710	27.0
32	CENTERVILLE IND SCH DIS	704	29.0
33	GRINNELL-NEWBURG COMM S	703	37.6
34	WAVERLY-SHELL ROCK COMM	700	36.0
35	WASHINGTON COMM SCH DIS	694	31.3
36	SOUTH TAMA COUNTY COMM	688	34.0
37	OELWEIN COMMUNITY SCH D	682	24.0
38	CRESTON COMM SCHOOL DIS	662	26.0

APPENDIX A (continued)

RANK	NAME OF DISTRICT	TOTAL HIGH SCHOOL ENROLLMENT	TOTAL HIGH SCHOOL TEACHERS
39	KNOXVILLE COMM SCH DIST	659	28.0
40	ALBIA COMMUNITY SCH DIS	655	31.0
41	DAVIS COUNTY COMM S D	652	30.0
42	ATLANTIC COMM SCH DIST	651	28.0
43	LE MARS COMM SCHOOL DIS	617	30.7
44	DENISON COMM SCHOOL DIS	616	33.0
45	WEST DELAWARE COMM S D	609	28.0
46	RED OAK COMM SCHOOL DIST	609	28.0
48	DECORAH COMM SCH DIST	584	31.0
49	EAGLE GROVE COMM SCH DIS	583	29.0
51	NORTH SCOTT COMM SCH DIS	581	30.0
52	IOWA FALLS COMM SCH DIS	564	29.2
53	SAYDEL CONS SCHOOL DIST	562	47.0
54	INDEPENDENCE IND SCH DIS	561	26.8
55	NEW HAMPTON COMM S D	553	29.0
56	CHARITON COMM SCH DIST	550	29.2
57	SHENANDOAH COMM SCH DIS	547	30.0
58	MARION IND SCHOOL DIST	543	32.0
59	PERRY COMM SCHOOL DIST	542	24.5
61	STORM LAKE COMM SCH DIS	541	23.5
62	CLEAR LAKE COMM SCH DIS	541	27.5
63	MAQUOKETA COMM SCH DIST	541	30.0
64	ANAMOSA COMM SCHOOL DIS	528	25.9
65	OSAGE COMM SCHOOL DIST	516	25.8
66	HUMBOLDT COMM SCH DIST	509	26.5
67	HAMPTON COMM SCHOOL DIS	497	22.5
68	JEFFERSON COMM SCH DIST	497	27.0
70	CHEROKEE IND SCHOOL DIS	483	23.0
71	WINTerset COMM SCH DIST	476	25.0
72	CLARINDA COMM SCH DIST	472	24.0
73	GLENWOOD COMM SCH DIST	466	22.0
74	AUDUBON COMM SCHOOL DIS	465	25.0
75	SHELDON COMM SCH DIST	461	23.0
76	ANKENY COMM SCHOOL DIST	458	29.0
77	VINTON COMM SCHOOL DIST	455	26.0
79	HARLAN COMM SCHOOL DIST	450	23.0
81	NEVADA COMM SCHOOL DIST	443	20.0
82	PELLA COMMUNITY SCH DIS	443	24.0
85	ALGONA COMM SCHOOL DIST	436	34.0
87	FOREST CITY COMM SCH D	429	22.0
88	MOUNT AYR COMM SCH DIST	429	22.0
89	URBANDALE COMM SCH DIST	427	26.0

APPENDIX A (continued)

RANK	NAME OF DISTRICT	TOTAL HIGH SCHOOL ENROLLMENT	TOTAL HIGH SCHOOL TEACHERS
90	WEST MARSHALL COMM SCH	414	21.0
91	MONTICELLO COMM SCH DIS	406	28.5
92	CLARION IND SCHOOL DIST	406	26.0
93	MISSOURI VALLEY IND S D	394	24.0
94	BELMOND COMM SCHOOL DIS	392	19.3
96	WEST SIOUX COMM SCH DIS	385	22.0
99	GRISWOLD COMM SCHOOL DIS	370	18.0
100	TIPTON COMM SCHOOL DIST	366	17.3

APPENDIX B

QUESTIONNAIRE

1. Would you prefer the graduate education of secondary teachers be limited to academic areas?

Why?

2. Would you prefer the graduate education of elementary teachers be limited strictly to academic areas?

Why?

3. Would you prefer the graduate education of secondary teachers be limited strictly to professional education courses?

Why?

4. Would you prefer the graduate education of elementary teachers be limited to professional education courses?

Why?

5. Would you prefer the graduate education of secondary teachers be a combination of academic and professional education courses?

If you answered yes, approximately what proportion would you propose and why?

6. Would you prefer the graduate education of elementary teachers be a combination of academic and professional education courses?

If you answered yes, approximately what proportion would you propose and why?

Any additional comments that you might care to make concerning the type of graduate education needed in Iowa public schools would be appreciated.

I would like a copy of the summary of this questionnaire.

Yes _____ No _____

NAME

TITLE

SCHOOL

APPENDIX C

EXPLANATORY LETTER FOR QUESTIONNAIRE

Mr. J. C. Hoglan
Superintendent of Schools
Marshalltown Community School District
Marshalltown, Iowa

Dear Mr. Hoglan:

In connection with the preparation of a graduate thesis at Drake University, I am gathering information to determine the opinions of superintendents and/or directors of personnel as to the type of graduate education needed by teachers in selected Iowa School Districts.

Contemporary research indicates a great deal of interest in problems associated with teacher education. This interest is due, perhaps, to efforts to obtain over-all improvement in the educational system, since results in education depend largely upon the type of training of the teachers.

It is hoped that information obtained through the accompanying questionnaire will afford this writer the opportunity to set forth existing opinion concerning graduate education for teachers in selected Iowa schools.

If you would like a summary of the results of this study please so indicate in the space provided on the questionnaire. A self addressed, stamped envelope is enclosed for your convenience.

Your cooperation in filling out this questionnaire and returning it as soon as possible will be sincerely appreciated.

Yours very truly,

Paul R. Jones